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Boston University

Graduate School

Thesis

THE ESTABLISHMENT OF A TEACHERS' COLLEGE IN BOSTON.

Submitted by

Reginald de Koven Warner
(A.B., Boston Univ., 1912)

In partial fulfilment of requirements
for the degree of Master of Arts

1915

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Analysis of Thesis.

Introduction.

The subject in hand is considered from the viewpoint of modern language teaching especially, but conclusions drawn here may be extended over the whole range of teaching in general. Inefficiency in teaching exists for investigators have said so. What is real teaching efficiency? It is a thoro knowledge of the subject one is teaching and the ability to impart that knowledge to others with the least possible loss and friction. For instance, a modern language teacher should possess the following stock in trade: (1) the mechanics of the language, i.e. knowledge of syntax and historical grammar, and a good pronunciation; (2) a good working vocabulary and ability to use it in conversation; (3) knowledge of the civilization and culture of the foreign nation which comes from a familiarity with its literature and literary history; (4) knowledge of its geography; (5) knowledge of its political history; (6) knowledge of the essentials of teaching and how to apply them; (7) a high moral character and a generous disposition. The teacher is at fault if, in his inefficiency, he fails to take advantage of available opportunities for the development and improvement in his preparation, but the college in general, whose primary object is culture and whose aims are not wholly utilitarian, fails to offer these opportunities. The causes of inefficiency disappear in the teachers' college, and become at the same time a reason for its initiation.

I. Causes of teaching inefficiency and its remedies.

1. Faulty high school preparation.-- Uncertainty in the mind of the student, with his consequent election of courses which fail to meet his demands in the event of his decision to enter college and, hence, his insufficient preparation to carry on successfully the work there demanded, all serve to place the student at a disadvantage in his preparation for teaching.

2. Lack of seriousness of the college student.-- To many, it is to be feared that teaching does not present its serious side to the emphatic degree that it should. To some, it is a means to an end, and with this fact is coupled another-- indecision. A life work should be planned early, altho this does not necessarily mean early specialization. Prescribed courses in the teachers' college eradicate these evils, and tend to render a student's attitude more serious.

3. The college degree not an index to a teacher's preparation.-- A degree varies with the individual and the college, and does not attest to a graduate's fitness in the subjects he seeks to teach. He may have omitted important and necessary courses either intentionally or because they were not to be found in the curriculum. Prescribed courses for certain specialties solve this problem in the teachers' college.

4. Lack of necessary courses in the colleges.-- This is self-explanatory and the remedies before described are another recommendation for the teachers' college.

5. The present method of placing and hiring teachers.--

THE HISTORY OF THE UNITED STATES

OF AMERICA, FROM THE FIRST DISCOVERY OF THE CONTINENT, TO THE PRESENT TIME. IN THREE VOLUMES. VOL. I.

By JOHN ADAMS, ESQ. OF THE MASSACHUSETTS. LONDON: Printed by J. DODD, in Pall-mall, 1789.

THE HISTORY OF THE UNITED STATES OF AMERICA, FROM THE FIRST DISCOVERY OF THE CONTINENT, TO THE PRESENT TIME. VOL. I.

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Hundreds of teachers, possessing every suitable characteristic but teaching ability, are placed every year by the numerous teachers' agencies. They cannot judge intelligently of their clients' fitness when employers, who leave teachers too much to their own devices, themselves are unable to accurately estimate the work of their teachers. Teachers' agencies are conducted mainly for personal gain and their ideal cannot, in consequence, be as high as the teachers' college agency whose chief purpose is, not the gaining of profit, but sincere service to the teacher and to the school. It is fair to suppose, also, that such an agency would know its clients more intimately than the commercial bureaus, since better opportunities would be offered it for personal contact and observation. Moreover, the teachers' college agency keeps abreast of the work of its teachers by means of "efficiency men", who also investigate schools and vacancies. The expense of the efficiency men is borne by the college. This marks a distinct advance over the commercial agencies which refuse to assume any additional expenses tending to diminish their profits.

6. Lack of separate classes for students intending to to teach.-- Taking a course because it counts toward a degree and taking the same course because it is useful to one intending to teach present two diametrically opposed points of view. Such a class possesses no clearly defined aim. There is conflict and dissatisfaction. If we have special schools for medicine, law, theology, and business, and normal schools for grade teachers, there seems to be an equal necessity for normal colleges for secondary teachers.

7. Lack and conflict of aims on the part of teachers.-- Dispute and discussion among special method advocates tend to demoralize aims and methods among preparatory school teachers. There are also hobbyists and extremists. A definite aim, an open mind toward the best of many methods, and a knowledge of all methods are essential to all teachers. To accomplish this is one of the aims of the teachers' college.

8. College entrance requirements.-- Teachers in general aim to prepare their students to pass the college entrance examinations. If these be wrong in their fundamental conceptions the instruction receives the wrong trend. The differences in entrance examinations among the various colleges confuse teacher and pupil alike in the preparatory schools. Undue emphasis on some particular phase of a subject creates unbalanced instruction. The teachers' college leads the way and becomes the experiment and powerful advocate for generous, new, and correct requirements.

9. The small high school and the attitude of many superintendents, principals, and headmasters.-- Knowledge that many positions exist, either because of conditions or thru desire, which a college graduate may secure, where he must teach nearly every subject in the curriculum and where a special preparation is not demanded, undoubtedly has an evil influence upon many college students. Their preparation becomes superficial and this is particularly true of the unscrupulous type who adopt teaching for the sake of a livelihood only. Under these conditions the small high school suffers. The teachers' college idea tends to discourage

The first part of the book is devoted to a general history of the United States from its discovery by Columbus in 1492 to the present time. It covers the early years of settlement, the struggle for independence, the formation of the Constitution, and the growth of the nation. The second part of the book is devoted to a detailed history of the United States from 1789 to the present time. It covers the early years of the Republic, the struggle for slavery, the Civil War, and the Reconstruction. The third part of the book is devoted to a detailed history of the United States from 1865 to the present time. It covers the Reconstruction, the Gilded Age, the Progressive Era, and the modern era. The book is written in a clear and concise style, and is suitable for use in schools and colleges. It is a valuable source of information for anyone interested in the history of the United States.

superficiality of preparation and makes provision for a good ground work in many subjects.

Additional reasons for establishing the teachers' college not especially connected with teaching inefficiency are worthy of mention. They follow:

10. Responsibility of the college for the training of teachers.-- Inasmuch as the college alone is the teacher's training school, it should offer the best opportunities.

11. As an aid to plans looking toward the betterment of secondary education.-- For the benefit of that large number of students who are forced to leave school early, many plans are being proposed to give them a better balanced education. Of these, the extension of the high school downward to the eighth grade (known by various names) is one of the best and it is bound to be generally adopted because of its hopeful possibilities. More efficient teachers will be necessary and desirable to carry out such reforms successfully, and the teachers' college thus aids.

12. Teachers themselves desire it.-- Over ten per cent of the high school teachers in Massachusetts are attending the teachers' courses at Boston University. Surely this must be an indication that teachers in general would support the college.

II. The Teachers' College.

1. In general.-- Mr. Snedden, Commissioner of Education in Massachusetts, has proposed a plan whereby a one year school, either state or private, would be established, open only to college degree holders who are to teach. Its work would consist mostly of method consideration. There are two important presuppositions to this scheme; first, that those who attend the school have an adequate preparation as outlined in section I, and second, that it would be economically possible for graduates to spend an extra year in preparation for teaching. The sacrifice attendant upon an extra disbursement of money and the loss of a full year's earning power must be taken into consideration. The teachers' college involves no extra time or money, and more-

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over provides for the work Mr. Snedden would have done in the one-year school.

2. Aims.-- To supply all possible opportunity for efficient preparation in special subjects and a broad foundation in general subjects, and to send out more able recruits into the teaching ranks.

3. Accessibility.-- Centrally situated, preferably in a large city where libraries, lectures, etc., are easily available. Boston University could be easily transformed into a teachers' college.

4. Economical in expense.-- Tuition should be low, and either by state aid or private endowment the college should pay its expenses and furnish scholarships for needy and deserving students.

5. Requirements for admission.-- Only those intending to teach are admitted. In view of the special function of the teachers' college, the following entrance credits are required: (figures correspond with descriptions of subjects on pages 32 to 42 of the Boston University Year Book for 1914-15). For the degree in arts: Algebra 1; English 1, 2; French 1, 2; German 1, 2; Geometry 1; History 1; Latin - first year grammar, Caesar and Cicero; three optional points from the following; Algebra 2; French 3; German 3; Geometry 2; History 2, 3, 4; Latin - Virgil and Sight Reading (5); Spanish 1; Physics 1, Chemistry 1. For the degree in science: Algebra 1; Chemistry 1; English 1, 2; French 1, 2; German 1, 2; History 1, 2; Physics 1; and three optionals from Algebra 2; French 3; German 3;

Geometry 2; History 3,4; Latin 1,2,3,4,5; Sloyd; Spanish 1. Candidates should pass an oral test in modern languages in order that a greater impetus may be given to the teaching in secondary schools of the now neglected subject of pronunciation. To insure a student's thorough preparation and his unhampered opportunity for specialization, two entrance conditions only (and those in optional subjects) should be permitted.

6. Requirements for graduation.-- Four years regular attendance upon collegiate work; credit in 138 semester hours, no more than 36 to be gained in any one year; 35 of the 138 hours are to be given over to the study of a major subject whose courses are prescribed and made compulsory by the college; 25 hours, likewise prescribed, are to be gained in a minor subject. Other prescribed general courses are also required. Moderate specialization is begun in the first year. These radical proposals are based on the amount of work accomplished in a course leading to the degree of A.B. plus that for the degree of A.M. Figures and careful consideration show that the work required is not only possible, but quite easy of achievement by an average student. Major and minor requirements also seem reasonable upon examining the actual work now completed by a student in the college and the graduate school in his special subjects. As for specialization in only one subject, as advocated by Mr. Snedden, present conditions in teaching forbid the experiment. The 25 hour minor is a minimum, and students are permitted and even encouraged to consider 35 hours his goal, because it is possible and practicable.

7. Degrees.-- M. A. and M. S. are the degrees con-

1. The first part of the paper is devoted to a general discussion of the problem.

2. The second part is devoted to a detailed study of the case of a single particle.

3. The third part is devoted to a study of the case of a system of particles.

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ferred. Quality and quantity of work justifies the awarding of masters' degrees, especially when one compares the present requirements for such degrees. No new degrees are needed, for every degree is modified by the name of the college after it, and the teachers' college degrees have a special significance. In addition, a certificate of fitness is awarded the graduate to teach his special subjects, provided he passes an examination in those subjects. This examination should be given preferably by the college or by ^{some central board} co-operating with the college and should cover the subject or subjects as outlined in the teachers' college. The certificate awarded might be considered a license to teach.

8. Specimen courses.-- On pages **44-46**, I have outlined courses in French and German which ought to be required of all students majoring in those subjects. Waste is eliminated and indiscriminate choice on the part of students is forestalled. Each course represents 35 hours, and 25 hours in the minor subject are prescribed and indicated by the college. However, it is strongly recommended that all courses in each subject be taken, even if one is a minor. A 35-35 double major scheme is desirable and practicable.

9. Bureau for placing teachers.-- Connected with the college and under its supervision is a bureau for the placing of its graduates in desirable positions. The bureau is not run for personal gain and is under capable management. It has the co-operation of instructors who furnish it with estimates of all its clients. Efficiency men keep

it in touch with vacancies and investigate the quality of work of the teachers it sends out. The managers are responsible to the college.

10. In conclusion.-- I claim only to have advanced an idea, not to have set up a perfect working organization. Difficulties will doubtless arise in the attempts at putting these proposals into operation, yet in advance, such difficulties do not appear insuperable. To improve the efficiency of teachers already in service as well as of those who enter teaching for the first time is the aim of the new college. The idea is, at least, worthy of consideration.

III. Expected general results from the Teachers' College.

1. From the profession's point of view.-- A transition from a vocation to a profession, a seriousness in the attitude toward teaching, and an attraction of better material into the profession may be reasonably expected.

2. From the teacher's point of view.-- Pride, enthusiasm, and interest in his work, a desire to grow bigger than his position, and a feeling that, after all, teaching is a worthy end in itself will, in the eyes of the teacher, increase the efficiency of his profession.

3. From the pupil's point of view.-- The pupil will have a new confidence in, a new desire for his school life. His habits of thought and his tastes in general will improve. His personality will develop for the better, and he will become a bigger man and a better citizen.

4. From the superintendent's point of view.-- (I have digressed here to give an actual superintendent's demands of

The first thing I noticed when I stepped out
of the car was the smell of the sea. It was
a salty, fresh scent that I had never before.

I had been told that the weather was perfect,
not too hot, not too cold. And they were right.
The sun was shining brightly, but the breeze was
just what I needed. I had heard that the food
was amazing, and I was not disappointed. The
local dishes were delicious and I had never
before. I had heard that the people were friendly,
and they were. I had heard that the scenery was
beautiful, and it was. I had heard that the
climate was perfect, and it was.

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needed. I had heard that the people were
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scenery was beautiful, and it was. I had heard
that the climate was perfect, and it was.

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an efficient teacher). A sense of satisfaction that comes from fewer experiments with entirely unknown quantities will relieve the work of superintendents. They cannot fail to favor the idea, because their schools would receive material benefit from a college whose special aim is the preparation of good teachers. Such a college would surely have their confidence, co-operation, and support.

5. From the general public's point of view.-- Satisfaction and confidence in the school system, new sacrifices to permit of their children's remaining longer in school, co-operation with the school by better home training and supervision, and a sincere desire for greater culture which our European brothers possess to a higher degree and which is a crying need of the American people, -this will be the prevailing attitude of the public mind toward the new teachers' college.

(END of ANALYSIS.)

THE ESTABLISHMENT OF A TEACHERS' COLLEGE IN BOSTON.

Introduction.

It is my intention to consider the subject of "The Teachers' College in Boston" from the viewpoint of a modern language teacher in order to keep it within reasonable bounds. I have employed the general title, however, since conclusions drawn in this paper may be applied to the whole realm of teaching. I propose to precede the discussion of the teachers' college proper by a summary of the causes which, in my estimation, account for many of the shortcomings in present-day teaching. These causes at the same time become reasons for the establishing of the Teachers' College, whose makeup is outlined in the second section.

Does inefficiency exist? What is real efficiency? Where does the responsibility lie for the lack of it? These questions must be answered before we can properly proceed to the investigations of causes.

The spirit of efficiency has grasped the popular mind of to-day with such force that it is almost a passion, in the pursuance of which all branches of endeavor are effected for good or for evil. From personal observation, from information received from others, and from reports of professional investigators, I feel safe in asserting that much inefficiency still exists in our educational system. These investigators admit that teaching may be made more effectual and that, moreover, there are many and complex reasons for the backwardness of school organization. An American investigator in Germany has written, "Great difference lies in the teachers in Ger-

many and in America. The best American teacher is as good as, and, I would almost say, better than the best German. But certainly the worst German teachers are not nearly so bad as the worst American teachers." Let us admit, then, that teaching inefficiency exists.

What is real efficiency? I would like to modestly submit a definition of my own. Teaching efficiency is the science of the making of our efforts go a longer way than before, the improvement of our capacity for knowledge and of our ability to impart the same with the least possible loss and friction. An efficient teacher of modern languages should possess the following stock in trade:

First-- the mechanics of the language. (a) Knowledge of syntax, i.e. of forms and their functions. He should become so used to certain combinations and what they express that a respectable amount of Sprachgefühl is acquired. (b) Knowledge of historical grammar. An ability is thus gained to explain certain irregularities and whimsicalities of the language, and to reduce them to common-sense rules. (c) A good pronunciation and as under (b) and linked with it, a knowledge of the history of pronunciation.

Second-- a vocabulary. A working knowledge of the literary and every-day vocabulary of the language and the ability to use that vocabulary in conversation with some degree of fluency, correctness and grace.

Third-- knowledge of the civilization and cul-

ture of the foreign nation. To appreciate and teach the language intelligently and interestingly, the teacher ought to know the history of the intellectual, moral and aesthetic life of its people.

Fourth-- knowledge of the geography of the country, that is, its physical features, commercial rank among the nations, principal cities and ports, exports and imports, industries, climate, natural resources, etc.

Fifth-- knowledge of the political history of the country whose language he is teaching; its origin, development, present composition, customs and manners.

Sixth-- knowledge of the essentials of teaching and how to apply them in bringing about certain definite aims. In other words, he should know what he wants to accomplish, how to accomplish it, and something about those whom he has in charge. He ought to have had some actual practice in teaching during his college course and not postpone that experience to be tried upon his first pupils.

Seventh-- a high moral character with clean and correct living; an agreeable personality which allows of an easy approach; a dignified bearing which should never be called into question by undue familiarity with his students; patience, tact, and a sense of humor; sympathy and kindness, yet withal firmness and a sense of fair play when the occasion requires.

The third question involving the placing of the responsibility for lack of teaching efficiency is an exceed-

ingly complex one. Financial, geographical, and political reasons each play their part. The problem of the small high school and the many subject teacher is a difficult one, with which the government must struggle and solve, let us hope in the near future. To place the blame for these conditions is, I repeat, not easy. However, it is not difficult to ascertain the real culprit in the matter of personal teaching inefficiency. It is either the teacher himself or the college, and oftentimes both together. Teachers are not to be criticised for the lack of opportunities to gain a proper training for their calling, but they are at fault in not taking advantage of all available opportunities. It is generally agreed that the object of the university or college is, primarily, general culture. Their apparent conservatism may be traced to this inherent belief. The needs of the times, however, in the realm of teaching demand a college with utilitarian motives, that is, with a definite aim in view-- the training of teachers. Here, then, we would have some thing tangible for the promotion of teaching efficiency.

We are now ready to look into a few causes of present-day failings in teaching, especially with reference to modern languages. These causes, as hinted before, automatically disappear in the teachers' college and are, in consequence, to be considered as reasons for its initiation.

I. The Causes of Teaching Inefficiency and its Remedies.

1. The faulty high school preparation on the part of many students entering college.-- The high school now offers

a choice of courses, the industrial and commercial branches having become a valuable addition to its curriculum. This fact does not tend to aid the wavering student in his selection of courses. There are many who finally decide to go to college, but who labor under a handicap of insufficient or faulty preparation because of the uncertainty which beset them in the high school. Their confusion is also augmented by the burden of numerous entrance conditions. The preparatory school student believes that it is not necessary for him to plan his education more than six weeks in advance. Yet it must be admitted that he ought to know early in his high school life whether or not he is going to college and, what is even more desirable, the college he plans to enter. With this knowledge, his course may be arranged accordingly, the college would receive better material for development, and a vastly superior man would obtain the diploma. The teachers' college insists upon a well defined preparation and refuses to admit those with numerous entrance conditions.

2. A lack of seriousness on the part of the undergraduate.-- Teaching is a serious undertaking, yet it is to be feared that the undergraduate fails to realize fully its grave importance. The layman, oftentimes unjustly to be sure, makes it the butt of many a pleasantry. Even Victor Hugo has caught this spirit in his "Notre Dame de Paris", where Peter Gringoire, after having tried in vain numerous vocations, says, "J'avais plus de penchant pour être maître d'école;

il est vrai que je ne savais pas lire; mais ce n'est pas une raison." This attitude toward the teaching vocation, a vocation which plays such a vital part in the progress of life throughout the world, is not helped any by the majority of young women who look upon it as a "tinder over" until they decide to try their luck at a second venture, marriage. There is a lack of ideals on the part of many students. They do not realize that teachers can make or mar future generations. Coupled with this fact is another, that of indecision in the mind of the undergraduate. It seems to me that every student owes it to himself, as well as to the vocation or profession he may enter, to have a pretty definite idea upon his entrance into college, and perhaps even before that, what he is going to do for a life work. He ought to know fairly well what he would like to do and whether he has the necessary ability (mental and financial) to develop himself for that work. I do not mean to imply by this an early specialization. This should be zealously guarded against. Under no circumstances should a student neglect the general culture, "the light of general civilization", the opportunity to broaden his mind for the sake of a mushroom growth in a soil of narrow mindedness. Twelve-year German courses and special schools for languages are dangerous if considered entirely as such. I would have the student pursue his general culture courses and at the same time lay a firm foundation for a more concentrated specialization in his last three or two years in college. In other words, I would have him

start right. The teachers' college insists on a correct beginning. In fact, it lays down prescribed courses in the subjects a student intends to teach for every year in the college. A student must decisively fix his aims and begin intensive work at once upon his entrance into the teachers' college:

3. The college degree not an index to a teacher's preparation.-- It may be argued that a college degree is now required of nearly all preparatory school teachers. This fact, however, is subject to inquiry. Let us consider the value of a college degree. That it has a value is not to be gainsaid, yet the value varies considerably with the college and with the individual. It has been said that "the university is not intended merely to produce professional efficiency, but is also intended to keep alive the light of general civilization." This is no doubt true and only serves to emphasize the contention that the departments for training the teacher should be separated from those which serve to keep alive the light of general civilization. The teacher, of course, needs general culture. In addition, he needs special training for his work. To earn a college degree one has to accomplish various results according to the college attended. Some colleges prescribe many courses, others a few, and some

none at all. A teacher's preparation may be well balanced or it may contain flagrant weaknesses, yet the college degree does not attest to these facts. A course leading to the A. B. degree of Boston University is partly prescribed and partly elective. For the first two years, the student must study a little of everything in an endeavor to acquire a good foundation. During the last two years, he must meet certain major and minor requirements as the catalogue says, but which is called "specializing" in student argot. The student's specializing, however, is far different from correct specializing. He may select for his major and minor groups subjects bearing no correlation to one another, e.g. French and Economics, Latin and Mathematics, Sanskrit and Chemistry, Physics and German. After he has chosen his two special subjects, he may omit many courses in those subjects because they are considered difficult, but which every prospective teacher ought to pursue. He follows the path of least resistance all thru college. For example, of the large number of students who major in French every year, only a few comparatively elect the course in Phonetics, which is so valuable to good pronunciation that it ought to be a compulsory subject for students who intend to teach modern languages. Of course, there are students desirous of really specializing and who take all courses, whether considered difficult or not, which will further that specialization.

Yet, how do their degrees tell that they are better prepared to teach than other students who have omitted important courses, but who possess the same degree? The degree, then, does not mean any standardization of preparation nor does it attest to the efficiency of the teacher's training. The teachers' college standardizes the preparation. It requires certain courses for certain specialties, in addition to those for general culture. With the degree goes a certificate attesting to the graduate's having pursued the necessary courses to fit him (as far as subject-matter is concerned) to teach his specialties.

4. The Lack of Proper Courses in the College.-- If it is true that many students do not elect courses which they ought to have, it is also true that there are many other courses that a student cannot elect because they are not in the curriculum. M. Louis Delamarre in his paper, "Les Connaissances que doit posséder un Professeur de Français dans l'Enseignement Secondaire," recommends quite sensibly the following be instituted in the colleges: (1) Des cours théoriques et historiques de la prononciation avec les éléments de phonétique expérimentale; (2) Une révision méthodique de la grammaire actuelle et un peu de grammaire historique; (3) Des centres de conversation; (4) Des cours d'histoire littéraire et d'explication des auteurs appropriés aux besoins de l'enseignement secondaire. All of these things are very necessary to a French teacher, yet only about half of them are found in the college curriculum. Like conditions prevail in other subjects. In German, at

Boston University up to four months ago, there had never been an advanced course in composition. The teachers' college aims to provide all courses necessary to a good preparation of the teacher.

5. The present method of placing and hiring teachers.-- Under the present system of securing teachers, that is, thru the numerous teachers' agencies, it is difficult to ascertain accurately a teacher's real ability. He may possess a good personality, he may excel as a disciplinarian, and he may be an exemplary man of versatile powers, yet his teachability and the knowledge of his subjects may leave much to be desired. It is indeed possible to possess all the qualities of a good teacher except teaching ability and still appear to the layman as successful. Teachers are left too much to their own devices. During my own experience as a teacher not once did I receive a visit in my classes from the headmaster or any other superior. Not once was my method criticised or commended or my classes tested for their knowledge of the subject I was teaching. In short, my efficiency or inefficiency was not in any way measured and I was left entirely free to teach as I deemed fitting. To be sure, I was often advised regarding routine work and discipline. I have asked fifteen other teachers how many times headmasters or superintendents had visited their classes or commented on their work and the answer was as I expected. Two had received one visit each during a school year from their headmasters. One had received two visits from his superintendent. One other had re-

ceived three visits in two weeks from a man working for his Ph. D. from a prominent university. The remaining eleven were neither aided nor hampered in their work by official inquiry. I do not mean to imply that visits or investigations be carried to excess, but that a school official get first hand knowledge concerning his teachers so that he may give an intelligent estimate of their work to the agency which is to place them in new positions. Again, the recommendations received by an agency regarding the ability of college graduates about to enter teaching for the first time are often from sources least qualified to furnish such estimates. It is true that the the bureau is not always at fault here, nevertheless the fact remains and serves to emphasize the contention that an agency is not always the possessor of accurate knowledge regarding the work and ability of its clients. The college senior is besieged with circulars from numerous agencies, each advertising its wares and holding out glowing prospects for those who register with it. Chance plays a prominent part in an unjust distribution of teachers. One who has the earmarks of a good teacher may secure a position teaching four or five subjects, such as Geography, United States History, French, Music, and Penmanship at \$750 a year, while another, far inferior to the former in ability and preparation, may have the good fortune to command \$1000 as an instructor of French and German, two subjects in which he has not specialized. This fact may be brought about because the two teachers happen to register in different

agencies. The primary aim of a commercial agency is personal gain. It is not to be denied that there are bureaus with a high and conscientious purpose, yet they have not the time and means to investigate with accuracy the efficiency of their clients. The teachers' college first discovers the efficient teacher; then it grants him a certificate in his specialties; next, his instructors, who have seen his work and character every day for four years, pass judgement upon him; finally, thru its own teachers' bureau, the college places him in the right place. The bureau also has "efficiency men" whose duties are to investigate the work of its teachers and to aid them if necessary. Thus, automatically, inefficient candidates are bound to drop out at some stage of this process.

6. The lack of separate classes for students who intend to teach.-- In view of the fact that a modern college is attended by those with an infinity of aims, we find students who are preparing to teach in the same classes with those who have no aim other than receiving credit for the course toward the degree they seek. Side by side we find two students with totally different aims and viewpoints. One intends to be a teacher. He is eager to make the course of the greatest possible value to himself and would like to know concerning many things about which he is hesitant to ask, because it possibly means a loss of time to others or because his neighbor does not care and is not interested, but is merely taking the course since it is required for the degree. Moreover, his neighbor's

friends inform him that the course in question is not intended primarily for a teachers' course, anyway. At present, we have special schools for law, medicine, theology, and even business. The lawyer, the physician, the priest, and the business man is especially trained, but ^{the} teacher finds no such opportunity for such special training. Surely, he needs careful preparation, but it cannot be gained efficiently under present conditions. The treatment of every course in a college curriculum would undergo a radical change were the students in the college all prospective teachers. We already have Normal Schools for the training of teachers who are to supervise the first eight or nine years of a child's school life, but for that period directly preceding his entrance into college or, as is true in many cases, into the working world, we have no such trained teachers. Who shall say which of these two stages of the school-child's life is the more vital? Do we not owe the pupil the best possible instruction in the high school as well as in the primary and grammar school? The teachers' college supplies this need and becomes the normal school for the training of preparatory school teachers. All its courses are, in consequence, conducted with a unity of purpose and an agreement of viewpoint.

7. The lack and conflict of aims on the part of teachers.-- It is now generally conceded that the aim of preparatory school teaching is not the passing of college entrance examinations. There is a larger and higher view, that of a broad and liberal education. The aim in teach-

ing is closely related to the method, and when one begins the consideration of method, he treads upon ground where argument still continues to rage. In what order, for instance, shall we emphasize the aims in teaching French or German, speaking, reading, grammar or grammar, reading, speaking? This question has been long discussed without agreement or solution. There are many methods of teaching in use now and many new ones are constantly being advocated. Each new method adds fuel to the discussion, creates further confusion, and longer postpones a decision. Professor M. L. Perrin's treatise on "The Key to Modern Language Teaching" contains much food for reflection. He has the courage to express his mind regarding those advocates of certain systems which have for their end and aim the amusement, independence, and desire of the child. He bids us remember the advantages of the old fashioned drill and employ common-sense and discretion. There are many other methods each with its own special advocates who worship it as a fetish. Teachers who are extremists and persist in their strict pursuance of one particular method are inefficient. The Report of the Committee of Twelve points out the merits and demerits of all the systems in vogue to-day and advises that many teachers lack discretion in the employment of these systems. It is essential that teachers be acquainted with all methods and able to make use of the best in them to gain the desired end. This end or aim,

however, should be first determined and the method then made to further that end. To employ a method for its own sake to the exclusion of the aim should be far from the ideal of an efficient teacher. Some there are whose vision is clouded by a conflict of aims and who are ^{not} aided in solving their difficulties by continual argument amongst method advocates. Yet this argument may be productive of good in its bringing to light the best features of all methods. There is some helpful advice given in "The Report of the Committee of Twelve" already mentioned and teachers ought to approach the question with an open mind. Too many young teachers begin their career with no definite aim in view and with absolute ignorance regarding method or methods. Such a condition is dangerous and presupposes at best a broad and open mind. After all, the aim in teaching modern languages is not, in my estimation, so difficult to determine nor the method or combination of methods so hard to select. The teachers' college aims to send out teachers with a purpose, in so far as the instructors thru experience and common-sense and cognizant of the trend of present day affairs, can inculcate that purpose. It also provides that a thorough knowledge of all methods, a willingness and ability to choose the best in these methods and to apply them according to the end in view and, above all the conviction that he is to teach for the sake of his pupils

and not his own, shall be a part of the teacher's equipment.

8. College entrance requirements.-- It must be agreed that the passing of the college entrance examinations by their pupils should not be the exclusive goal sought by secondary teachers. Nevertheless, it is natural that teachers should conform their instruction to college entrance requirements, for they are one of the few tangible things that measure a teacher's worth. The function of the secondary school is preparation, and it is unjust for the colleges to set their requirements and mould secondary school instruction for the benefit of the few that are to enter college, when the great majority of high school graduates never carry their education beyond the preparatory school. It ought to be the aim of the latter, then, to prepare not only for college but also for life. The wide divergence in entrance requirements of colleges leads to cross purposes in the class-room, a waste of time, and confusion on the part of the students. Miss M. A. Busche in the Boston Herald of April 2nd, 1912, well said, "The study of French or German in America serves largely for pastime and for ornament, both at school and at home. The student at large is still taught to look upon the knowledge of grammatical forms and literal (not free) translations as the most important features in the study of another language. Pronunciation still is mostly considered of secondary importance. This, then, brings me face to face with the question: Wherein lies the folly in the instruction of modern languages in America? The answer is: 'College entrance requirements.' As long as the liv-

ing languages are taught in this country precisely the same way as the dead languages, that is to say, while grammatical construction and classical literature form the principal feature, so long Americans will not become good linguists." It is gratifying to see that teachers are more and more departing from this point of view not because of, but in spite of, the college entrance requirements. Nevertheless, a great majority of secondary teachers use them as the norm by which to regulate their teaching, and if they are not only not uniform but wrong in their fundamental conceptions, it is easy to see the injurious influence they have upon preparatory teaching. The ~~reconstruction~~ must begin with the colleges and, naturally, the lower schools will have to follow suit. Less Latin should be required (unless the student intends to prepare to teach this subject), more preparation in at least two modern languages (especially if the student is to be a teacher of such), and more optional subjects should be allowed. Moreover, I should like to emphasize these suggestions: (a) that the requirements be made uniform, and (b) that an oral test be required in the modern language examinations; also (c) that no candidate whatsoever, be excused from the tests in (b). The teachers' college cannot, I will admit, of itself bring about the desired changes as outlined. It can however lead the way and take upon itself the responsibility of experiment. In this function alone it can serve a big purpose. Its influence will be felt and used to invite the other colleges to take up the scheme. The teachers' college will not be bound to pre-

dice, conservatism and sentiment and, therefore, will not hesitate at least to initiate a sensible and promising experiment.

9. The small high school and the attitude of many superintendents, principals, and headmasters.-- It cannot be denied that many a college graduate lacks a vision. To such employment in most cases means merely earning a livelihood. He sees no farther than his desire to remain just big enough for his position. He never senses the satisfaction derived from the good performance of his work. In other cases, perhaps employment may mean the saving of the necessary money to later enter some other vocation or profession. Very often it happens that such men choose teaching to further their ultimate purposes. To them, it is a means to an end, not an end in itself and they care naught for efficiency. This practice among such teachers is encouraged by the knowledge that there are many small high schools and even some large schools, whose superintendents, principals or headmasters, due perhaps to various conditions beyond their control, are ever willing or are forced to engage them at a small salary to teach almost every subject in a high school curriculum. It makes no difference whether the prospective teacher has studied the subject or not; he is expected to teach it and the students under him must suffer. What he has studied in many cases has been

only in a superficial way, for a man who regards teaching in the light just described is more than likely to have been one of those all too numerous college frequenters who spend most of their time in trying to discover the royal road to learning. The small high schools are regarded as a good place for a "green" teacher to gain experience and in which to make his mistakes. What of the poor students who have had such a man foisted on them? Are they not justly entitled to as good an opportunity as those who reside in the larger cities? If such conditions must exist, the teachers' college can help to improve them. With the wide range of subjects the college offers, the aim and the thoroughness in which they are conducted, and the broad requirements which its graduates must meet, the teachers college can furnish the small schools with a vastly improved class of teachers. Of course, this presupposes the fact that the state must require of all its future school-teachers a certificate from the teachers' college.

There are additional reasons for the institution of a teachers college that are not bound up in the causes of present day teaching-inefficiency. They become an important part of our argument, however, and must have a place here. They are:

10. The Responsibility of the College for the Training of Teachers.-- Among the many functions of the college or university, there is one which stands out very clearly as a serious and important one -- the training of teachers. The colleges cannot complain or try to shift the responsibility

for the poor material which enters their doors every year.

If they supplied the schools with better teachers, the schools in turn would send them better students. The colleges exert a profound influence over the lives and education of youth. This influence must be of the very best or it becomes dangerous. If the responsibility is theirs, the colleges must provide necessary and ample opportunities for the training of teachers. They must look with favor upon all new proposals which have in view as their recommendation the betterment of secondary education. They must help, then, to establish the teachers' college by the lending or the exchanging of professors, by their willing and reasonable co-operation in various ways, by their laying aside all prejudice, conservatism, and sentiment. The state, too, the moral sponsor of public instruction, must lend a helping hand. It seems advisable, however, that the teachers' college should be under the supervision of a private institution, which has the hearty co-operation of the state, for wondrous strange oftentimes are the ways of the government.

11. As an aid to plans looking toward the betterment of secondary education.-- There is some agitation to-day and much more is likely, yes, is sure to take place in the not far distant future regarding economy in education. We shall soon be forced to rearrange the entire school curriculum. There are certain conditions which must be faced and certain glaring faults which must be corrected. Soon we shall have to meet the pleadings and demands of those who see themselves forced to drop out of school either before

high school is reached, during its course, or after its completion. More must be done for them, that is, we must give them more in a shorter time. In this particular, we are far behind our European brothers. A graduate of the German gymnasium would hold his own against the average American university graduate, that is, with respect to quantity and quality of work done. We cannot believe that Americans are mentally lazy, mercenary, and not desirous for learning unless it can be converted into money, yet if this were true, it is no argument against the desirability of a more efficient education for its own sake. Among the best of the proposed plans for reconstruction of secondary education is the extension of the high school downward to the seventh or eighth grade, designated by various names, the six-and-six scheme being the best known. This plan is bound to be quite generally adopted in our schools because it has many hopeful possibilities. The radical changing of schedules, the injecting of the practical into all instruction, a new co-ordination of subjects, better methods, and economy of time and material are improvements of the near future. To carry such improvements into effect means highly efficient teachers, specially trained in special subject groups and generally trained in other subject groups. He who possesses a broad view of his subject can select and arrange the more important matter, thus saving time and confusion, in a more satisfactory manner than one who lacks that broad vision. The teachers' college strives definitely toward this very goal, --the goal of high efficiency of its graduates.

12. Teachers themselves desire it.-- It is indeed encouraging to note that many teachers admit there is room for

improvement in their equipment. These are the kind of teachers that the schools need and that are of inestimable value in the educational forces of the state. To admit that one "does not know it all" is the first step toward improvement. There are over three-hundred teachers enrolled in the teachers' courses of Boston University alone at the present time (1914-15). This is ten per-cent of all the high school teachers in the state, and it is safe to assume that, if circumstances permitted, a much larger proportion would avail themselves of this opportunity. If ten per-cent, even, of the state's high school teachers desire such courses, and, moreover, need them else they would not desire them, the reason is sufficient for maintaining a special school or department for such teachers. But what of the host of students who are to become teachers, the three hundred that the state has to recruit into its high schools every year? Do they not need such special training fully as much as, aye even more than, the experienced teachers? The teachers' college serves a double purpose. It enables actual teachers to improve their efficiency and it aims to reinforce the teaching staff of the state with young teachers of correct training and promising ability.

II. The Teachers' College.

1. In general.-- Mr. Snedden, Commissioner of Education in Massachusetts, in his talk before the New England Modern Language Association on March 13, 1915, recommended the establishment of a one year school open only to college graduates, where they shall prepare themselves for teaching in the high schools of the state. This year, according to Mr. Snedden, would be given over mostly to consideration of teaching methods and practice-teaching under correct supervision. This plan, however, presupposes two important facts; first, a well ordered preparation on the part of the college graduate who enters the one year school, and second, that it is economically possible. It is doubtful if the benefits from such a school would be commensurate with the extra time and money expended. No amount of method training will supply the lack of knowledge of the subject matter nor does knowledge of subject matter presuppose teaching ability. Both are essential, yet logic demands that knowledge should precede the method of imparting it. This school would not eradicate the faults of preparation as outlined in the preceding section of this paper. The extra year required under this scheme would be a hardship to many who might desire to take advantage of it. It would cost the teacher a year's earning capacity and would, moreover, necessitate the expenditure of additional money. It is a well known fact that those who desire to enter teaching as a vocation are generally those who have secured their education at a great financial sacrifice.

Moreover, this year as outlined by Mr. Snedden is provided for in the teachers' college idea. This is a four-year school open to properly qualified high-school graduates who intend to teach. The courses are arranged and conducted with this end in view. This college makes sure of a thorough and proper training and then teaches the method or methods of imparting it to others. Mr. Snedden's idea of teaching-apprentices working under carefully trained supervisors and among actual school conditions is an excellent one and could be worked out in the teachers' college. This school involves no extra time or expense, it upholds the principle of economy in education by having a definite purpose,-- the training of teachers.

2. Aims.-- The aims of the teachers' college have already been hinted at in several parts of this paper. Allow me to gather up these loose ends and state definitely and clearly what the college has for its ideals. To standardize the preparation and increase the efficiency of the teacher; to send into the teaching ranks capable young workers; to provide at reasonable expense the best possible opportunities for training such teachers; to create a new enthusiasm for and a better attitude toward teaching; to raise it to the rank of a profession, and finally to weed out the undesirable aspirants to teaching fame -- these are the aims of the school.

3. Accessibility.-- The teachers' college should be situated in a place easy of access where the greatest number of educational forces are gathered. A big city would seem

to be the right place for an institution of this kind, for here would be found the best educational advantages (libraries, museums, lectures, music, etc.) and in and round about a large city are numerous schools, whose teachers could avail themselves of the opportunities offered by the college.

Moreover, the state government would be able to co-operate more intelligently were its offices and those of the college within easy communication with each other. Boston University seems to answer this description and could easily be transformed into a teachers' college. It already turns out more teachers than any other college or university in the state, and with some additional equipment in the science departments, it would serve the purpose admirably.

4. Economical in Expense.-- Since teaching recruits are drawn from people of moderate circumstances, the expense of attending the teachers' college should be moderate. Either by state aid, by private endowment, or by both, the college should be enabled to offer its instruction at a low expense and to furnish scholarships to needy and deserving students.

5. Requirements for Admission.-- The teachers' college presupposes only one fact, that the high-school student know early in his course whether or not he plans to go to college. Of course, there are always those who are undecided, either because of uncertainty of desire or financial ability. To such the advice is to prepare themselves with college in view, or, in other words, to be forearmed. The answer to the question whether they would not be the loser by such a

procedure, in case they did not finally enter college, is that no statistics have yet shown the general inferiority of high-school students who have pursued the college preparatory course. The teachers' college does not ask that the high-school student know whether or not he is to become a teacher nor, if he does, what subjects he plans to teach. It does, however, urge that these two decisions be made early if possible, for a student with a purpose is likely to be more intensive in his work. As its name implies, the teachers' college is designed for teachers and prospective teachers. Therefore, high-school graduates who enter the college are looked upon as having teaching in view. It is admitted that a teacher's education should be fundamentally broad and liberal, from which fact, as Mr. Snedden says, comes his "synoptic vision." Yet the teachers' college aims to be original and liberal in the matter of entrance requirements. It asks for a reasonable foundation upon which to base its instruction and arrange its courses. As it is a college with a serious purpose, it has a right to demand of candidates for admission a well ordered preparation in those elements which a teacher of arts, on the one hand, and a teacher of science, on the other, ought to possess in order to build thereupon a substantial structure. A candidate for admission to the teachers' college ought to meet the following requirements, either by examination or certificate, for the course leading to the degree in arts:

(The numbers beside the subjects correspond
to the descriptions under those numbers of

the subjects in the Boston University
Year Book for 1914-15, pages 32 to 42)

Algebra 1.	Geometry 1.
English 1, 2.	History 1.
French 1, 2.	Latin (first year,
German 1, 2.	Caesar and Cicero)

In addition, three optional points are required
from the following:

Algebra 2.	German 3.	History 2, 3, 4.	Spanish 1.
French 3.	Geometry 2.	Latin 4, 5.	Physics 1.
	Chemistry 1.		

For the degree in science the following:

Algebra 1.	German 1, 2.
Chemistry 1.	History 1, 2.
English 1, 2.	Physics 1.
French 1, 2.	

In addition, four optional points from the following:

Algebra 2.	German 3.	History 3,4.	Sloyd
French 3.	Geometry 2.	Latin 1,2,3,4,5.	Spanish 1.

All candidates should be required to pass an oral examination in the modern languages to further encourage the teaching of pronunciation in secondary schools. That a student may be unhamp-
ered in his preparation and specialization, two entrance con-
ditions, and those only in optional subjects, should be per-
mitted, and these ought to be removed before the second year.
It will be noticed that less Latin and more modern language
is required and more optional subjects allowed. In comparison
with modern languages, Latin loses its practical value. Some
knowledge of it is desirable, yet not essential, for the study
of other languages, and a reasonable study of the latter should not
be hindered by an excessive college requirement in Latin. In my
estimation, the foregoing requirements are reasonable and
generous, and I deem them worthy of adoption by colleges in

general. Latin could be further cut down and even eliminated entirely from the required subjects, making it optional with the candidate. The teachers' college, then, paves the way for more liberal entrance requirements.

6. Requirements for Graduation.-- Four years' regular attendance upon the work in the teachers' college; the completion of one hundred and thirty-eight hours (semester hours) of instruction, no more than thirty-six to be gained in any one year; of these one hundred and thirty-eight hours, thirty-five are to be given over to a major subject and twenty-five to a minor, in addition to the prescribed subjects as listed on page 96 (for 1917) of the Boston University Year Book for 1914-15. (Note - The list of prescribed subjects for the course leading to the degree in science is to be revised). It is recommended that major and minor credits be gained thus:

	First year	Second year	Third year	Fourth year
Major	6	10	9	10
Minor	6	6	6	7

Major and minor work in all subjects is prescribed and arranged in the catalogue. This fact prevents omission of important courses which every student, who is to teach that subject, ought to pursue, and properly standardizes the preparation in that subject. There are reasons for the foregoing radical proposals, though upon examination they are, after all, not so very radical. I hope I have based them upon reason and common-sense. It has often been urged that teachers in the high school hold the degree of M. A., but

this requirement has met with disfavor solely because of economic reasons. An M. A. is desirable because it represents an extra year of specializing. The usual college requirement for a bachelor's degree is one hundred and twenty hours and for a master's degree eighteen, the total being one hundred and thirty-eight. If this total were divided equally among eight semesters (four years) we would have seventeen and one-quarter hours per semester. An average student is capable of carrying this number of hours per semester and doing satisfactory work. The last year includes seventeen hours (page 37) of specializing and offers opportunity for more if desired. It is possible, desirable, and necessary that a student select his specialties upon entrance to the college if possible, but surely at the beginning of his second year. This does not mean early specialization, but simply laying the foundation for later specialization. Now regarding the major and minor requirement, I am tempted to say that seventy of the one hundred and thirty-eight hours ought to be given over to specializing yet, I am aware that this might appear too radical. . . The thirty-five-twenty-five-major-minor scheme is the least that ought to be required and is based on what is already done in the regular college course plus that accomplished in the first year of the graduate school. A student majoring and minoring with the beginning of his junior year is not introduced to the subjects (in which he is to specialize) for the first time. In fact, he has pursued them since his entrance into college. Summing up his regular college

course together with what he would do in one year in the graduate school, we should probably find that the minimum number of hours spent in the study of his major and minor subjects for the five years would be:

First year; Second year; Third year; Fourth year; Fifth year;

Major	6	6	8	8	12
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Minor	4	4	4	4	6
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Major total, 40; minor total, 22; grand total, 62. My

defence is, then, that what is now done in five years can, and ought to be, done in four, and that my new major-minor

proposal is reasonable when compared with the foregoing table.

I agree with Mr. Snedden when he says that no teacher or student should attempt to specialize in more than ONE subject.

However, this is an ideal toward which to work and one which may possibly be realized in the distant future, but under

present conditions, where the majority of teachers are required to teach at least two subjects, it would seem best to continue with the two specialty plan. I do not consider it

impossible to fit oneself well in two subjects, provided they are properly correlated and are to be taught in secondary

schools. It is to be understood that the twenty-five minor requirement is the minimum and thirty-five hours ought to be

allowed and encouraged, provided it does not conflict with the general prescribed subjects, which have the precedence.

The thirty-six hour yearly limit needs no explanation, for good judgment accepts this ruling as wise.

7. Degrees.-- The teachers college confers the degrees of M. A. (master of arts) and M. S. (master of science) *at the end of four years of prescribed work in the college.*

The amount and quality of work done merits these degrees. They encourage the student to put forth his best efforts and represent at once a broad and special training in the subjects of all high school curriculums. No newly manufactured degrees are needed, for every degree is modified or explained by the name of the university or college after it, and a degree from the teachers' college signifies that the holder has fitted himself to become a teacher and is, inso facto, a bachelor of pedagogy. In addition to the degrees offered, a certificate of fitness in the subjects he intends to teach is given to the graduate if he passes satisfactorily an examination in those subjects given preferably by the college or by some central and competent board, and on the work outlined by the teachers' college. This would debar the unprepared candidate and prevent accidental passing of the examination. If this certificate were considered as a license, without which a person could not teach, a great improvement in preparation and efficiency on the part of teachers would soon take place.

8. Specimen Courses.-- Being especially interested in the subjects of French and German, notwithstanding the contention of some that they are not properly correlated, although I have found the study of each exceedingly helpful to the other, I beg leave to present two specimen courses which I believe ought to be pursued by all who intend to teach the subjects as their major specialties. Odd course numbers represent the first semester, and even course numbers the second semester. The figure after the descrip-

tion of the course indicates the number of hours per week.

French.

Course 1.-- Corneille and Racine. Their lives, rank in French literature, and works in connexion with the history of the times. Reading of selected plays. Short themes. 3.

Course 2.-- Molière. Conducted like course 1. 3.

Course 3.-- Prose. Specimens from the great prose writers (excepting those read in course 7) since the Renaissance. Brief résumé of the life of each and of the history of the times in which he wrote. 3.

Course 4.-- Prose. Continuation of course 3. 3.

Course 5.-- Synthetic review of grammar. Practice in composition. 2.

Course 6.-- Geography and History of France. Short themes. 2.

Course 7.-- Historic development of the novel and short story. Selections from the Romanticists and specimens of the social, historical, psychological novel; short story; poetic epic. Discussions. 3.

Course 8.-- Lyric poetry. Any good collection. Considerations of the various schools in chronological order. Memorizing. 2.

Course 9.-- Elements of phonetics. Special attention to French and German sounds. Pronunciation. Essentials of historic grammar. 2.

Course 10.-- Continues 9. Review of grammar from higher viewpoint. 2.

Course 11.-- Drama from the Renaissance to 1850. Selected plays representative of the change in style and typical of the times. Comparisons and discussions. 3.

Course 12.-- Continues course 11. Drama from 1850 to the present. 3.

Course 13.-- Methods and practice. Theories of teaching, lectures by experienced secondary school teachers, discussions, and actual practice in teaching under expert supervision. A sort of laboratory course. 2.

Course 14.-- History of French Literature. Gathering up the loose ends and filling in the gaps. 2.

Le Cercle Français (thruout the year - extra - no credit)-- Designed especially for conversation under correct supervision. Supplementary to course 13. Conducted as instructor sees fit. 1. (Note-- this course allowing, as it does, wide latitude in its makeup can be made one of the most helpful and interesting in the entire college curriculum).

German.

Course 1.-- Schiller. Life, rank in German literature, and works in connexion with the history of the times. Selected readings. Themes. 3.

Course 2.-- Goethe. Conducted like course 1. 3.

Course 3.-- Lessing. Conducted like course 1. 3.

Course 4.-- Prose. Consideration of the lives, times, and works of selected prose writers (excepting those in course 7). 3.

Course 5.-- Review of grammar, prose work and practice in

Aufsatz. 2.

Course 6.-- Geography and History of Germany. 2.

Course 7.-- Historic development of novel and short story.

Selected typical readings. Discussions. 3.

Course 8.-- Lyric poetry. Any good collection. Memorizing. 2.

Course 9.-- Elements of phonetics. Special attention to German and French sounds. Pronunciation. Essentials of historic grammar. 2.

Course 10.-- Continues course 9. Review of grammar from higher standpoint. 2.

Course 11.-- Drama from the Renaissance to 1850. Selected plays representative of the changes in style and typical of the times. 3.

Course 12.-- Continues course 11. From 1850 to present. 3.

Course 13.-- Methods and practice. Like French 13. A laboratory course. 2.

Course 14.-- History of German literature. 2.

Der Deutsche Verein (thruout the year - extra - no credit)-

Conducted along the lines of Le Cercle Français. 1.

The courses just outlined each represent thirty-five hours of intensive study. All waste is eliminated and indiscriminate choice of courses is forestalled. These courses are compulsory for French or German majoring students, and if they are combined as major and minor, all courses in the major subject and certain prescribed courses in the minor subject are required. However, it is my firm belief and I

still contend that, although one subject is considered a minor, the complete course of thirty-five hours ought to be required in that subject. This is not unreasonable to demand since the general prescribed subjects total in hours fifty-six, the major-minor, or better the double major, would raise the total to one hundred and twenty-six, leaving as optional twelve remaining hours. True, this is a narrow latitude in which to allow free choice, but inasmuch as our very aim is to limit indiscriminate selections, to concentrate the energies upon a more thorough and definite preparation, to give to the time spent in the teachers' college its utmost value, and since the general prescribed subjects are based upon a broad and liberal foundation, it would seem discreet and essential not to permit unlimited freedom by the individual student.

9. Bureau for placing teachers.-- This department is a vital part of the teachers' college. To be sure, it often exists outside such a college, but in connexion with it, a teachers' bureau may be made doubly efficient both in aim and service. Placing the right teacher in the right place is a serious undertaking, and means much to the school and to the teacher. The problems of a bureau of this sort are many and complex and should be in the hands of high-minded, conscientious, and well trained men. This clearing-house for school and teacher must be in close relationship with both. The teachers' college agency has the support and co-operation of the college instructors. Compared with commercial agencies, the managers of the college bureau have greater opportunity for keener observation of the candidates they are to place. The

travelling "efficiency men" connected with the bureau furnish first-hand knowledge of existing vacancies and of the schools desiring teachers. Moreover, they inspect the work of teachers sent from the teachers' college and aid them if necessary. In this way, the college agency keeps in close touch with teachers and schools. Primarily, the bureau is maintained for graduates of the teachers' college only.

They have first chance, but other college graduates and teachers might be allowed to avail themselves of its opportunities. The bureau ought not to be conducted for personal gain. It should charge fees sufficient only to become self-maintaining. Its managers and efficiency men, under salary from the college, shoulder a serious responsibility in seeking to maintain a high reputation for the college. All unscrupulous methods are debarred and the student can rest assured of fair and honest treatment. An agency with such high aims ought to commend itself to school authorities in general, even if the state does not require them to secure their teachers thru the teachers' college agency.

10. In Conclusion.-- The establishment of a teachers' college may not be a panacea of all existing evils, but it would unquestionably eliminate many of them and would increase to a high degree the efficiency of instruction in the secondary schools. This college differs from others in that it standardizes the teachers' preparation and concentrates its instruction under one governing head. I have considered the subject in a general way. I have not endeavored to set up a perfect working organization nor to occupy myself with

details of its administration. I do claim, however, to be the author of a constructive idea and have tried to outline its principal advantages. The difficulties which will arise in its actual working out will no doubt be many and grave, yet in advance they do not look to be insuperable. The transition of the College of Liberal Arts of Boston University into the teachers' college should be possible and not beset with too serious obstacles. The teachers' college idea is bound to be realized in the near future. Teaching inefficiency can be remedied in only two ways; first, by transforming the poor teachers into good ones; and secondly, by preventing the same condition from occurring in the future by sending efficient material into the teaching ranks. The teachers' college may not, in every case, supply these two remedies, for the human equation is still to be reckoned with, but we must admit, it is a good idea and worthy of consideration.

III. Expected General Results from the College.

1. From the Profession's Point of View.-- A transition from a vocation to a profession may be looked for in the realm of teaching. Teaching, from its own point of view, will become a serious life-work demanding as thorough a training as any other profession. It will cease to be a resort for those who have failed in other lines of work and will offer no inducements to men inefficient in ability. It will take its place in the eyes of the world as the

most vital part of a nation's assets, in that it will make better men and better citizens. A profession which requires such a high degree of moral, spiritual, physical, and intellectual attainment surely is difficult but most worthy of adoption.

2. From the teacher's point of view.-- A real pride and joy in being a member of so serious and exacting a profession as teaching will dominate the attitude of the future teacher. This attitude will create a live interest in and a new enthusiasm for teaching. Teachers will have a desire to develop their own abilities along with the pupils under their charge. In short, there will be life, progress, and interest rather than stagnation, deterioration, and indifference. Teaching will be attractive as a much desired end in itself. Being a profession not so easy, after all, of attainment, the teacher may have confidence that it will not suffer at the hands of the grossly inefficient. He will consider his work worthy of his best efforts and he will not rest content until he has grown bigger than his position.

3. From the pupils point of view.-- A new confidence which comes from working under a master, a new desire for and interest in his school-life which is imparted by an enthusiastic leader, new habits of thought and new tastes for the higher elements of life which are inculcated by the real teacher, a better personality and bigger powers for social service which are moulded by an efficient workman, and finally a better man and a more valuable citizen which is the result of all these factors together,-- these will

constitute, let us hope, the new point of view on the part of the pupil. In his present estimation, the child regards school as, at best, a necessary evil. The efficient teacher can and will change the school into a desirable asset making for the greatest good in the child's life. such a view is hopeful, but is it not also possible?

4. From the superintendent's point of view.-- In this connexion it is exceedingly interesting and 'apropos to note what an actual superintendent says he should and does expect of a teacher. Mr. Dempsey, superintendent of schools in Haverhill, Massachusetts, speaking before a gathering of prospective teachers in Boston University on March 23, 1915, outlined what he considered the aims and personal assets of an efficient teacher ought to be as follows: the aims-- (1) to impart knowledge (the least of all the aims); (2) to create correct habits of thought; (3) to inculcate tastes for the better sides of life; (4) to mould personality; and (5) to develop in the pupils powers for social service; the personal assets-- (a) good looks which come from clean living; (b) bodily health and a proportionate measure of physical strength; (c) a pleasing voice,--indicative of a gentle character; (d) a steady eye,--indicative of a strong character; (e) a simple and neat attire; (f) a methodical and clean manner in work; (g) a good digestion; (h) a happy disposition; (i) sympathy and kindness which comes from a bountiful nature; (j) unselfish generosity; (k) tact; (l) enthusiasm which comes from a joy in work; (m) a mastery of his subject; (n) a well defined aim. Every element in

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the realm of human perfection is contained in this list of virtues. The possessor of all these attributes would be difficult to discover. Nevertheless, ideals must be high and are always impossible of attainment. Mr. Dempsey himself admits he has never yet met a teacher who fulfils every detail of his requirements. To what extent can the teachers' college instil into its students the wherewithal to meet a superintendent's demands? The chief business of this college is to make of its members masters of their subjects, a personal asset which comes late in Mr. Dempsey's list, and to enable its products to impart knowledge, the least of all the teacher's aims according to Mr. Dempsey. The mastery of his subject and the ability to impart knowledge are the fundamental requisites in the teacher's equipment, without which the teacher is inefficient. No human agency can supply the individual with personal qualities. The most it can do is to bring them to his notice by discussion and example, but the imitation and acquirement of them is a matter for each person alone to determine. To do this, as before shown, is one of the aims of the teachers' college. Returning to the topic under discussion, how will a superintendent, like Mr. Dempsey for example, look upon the teachers' college idea? He knows that most young teachers assume their first position with no knowledge whatsoever of what is expected of a really efficient teacher, and he is also aware that the majority of such teachers make the discovery only after a number of years. If they had been told, or better, if they had studied what these requisites are, it is safe to assume that

their work would be vastly superior from the very beginning. Superintendents will be grateful and rejoice because of the relief afforded them from experimenting with entirely unknown quantities. The teachers' college will be a boon to them. It will save them worry and railroad fares, and supply them with teachers whose worth is accurately judged by men of ability and experience. Their schools will be manned by a greatly improved corps of teachers and they will partake of the feeling of general satisfaction in the school system.

5. From the public's point of view.-- Satisfaction that at last the education of their children is in the hands of competent teachers, a renewed confidence in the school system, greater sacrifices to keep their boys and girls in school longer, a willingness to encourage the good work by furnishing better salaries to the underpaid teachers, belief that the school can solve many of their problems as regards the rearing of their children, a greater endeavor to co-operate with the school by better home training and supervision, and a hope that the American race may soon approach in culture and efficiency other races far out-distancing us,-- these are the results that may be expected to take place in the public attitude toward the educational administration.

Conclusion.

The backwardness in culture of the American people lies in the fact that their education suffers careless and shameful neglect. The early leaving of school by a large per-cent of American boys and girls does not help improve the attainment of culture in general by the American race.

The first of these is the fact that the
 government has been unable to secure
 the necessary funds to carry out its
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Something must be done. If conditions are such that they must leave school early, then it is necessary to give them more and better instruction while they are in school. My plea has been optimistic. I believe that with better teachers there would be a vastly superior race. Education and educational values are serious and complex subjects and are worthy our careful study. Our educational administration is improving day by day, slowly perhaps, but none the less progressing. With the establishment of a teachers' college in Boston, which shall supply the state with properly trained high school teachers, we shall still continue to improve, and surely more rapidly than ever before.

END.

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Note -- All of the above books, treatises and articles have been read in toto. I have drawn on them for general information but most of this work has been original research.

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